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ABSTRACT

Information from all Title VII Bilingual Education Projects in existence comprises this report by the National Consortia for Bilingual Education, which was set up (1) to assess major needs of bilingual education programs across the nation in terms of curriculum-related materials and (2) to identify, test, and/or design materials for broad dissemination. In keeping with the first objective, this document presents a description of the assessment-of-needs process, a description of the learners and their environments, a discussion of preliminary matching of materials needs and products, exploration of the unmet materials needs, and an environmental model for materials packaging. The foregoing information was obtained mainly by mail-out, telephone, and on-site visitation surveys. Nine tables and 6 figures are included. A related document is RC 005 322. (MJB)

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Report of Survey Findings:

Assessment of Needs of Bilingual Education Programs

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REPORT OF SURVEY FINDINGS:

ASSESSMENT OF NEEDS OF BILINGUAL EDUCATION PROGRAMS

NATIONAL CONSORTIA FOR BILINGUAL EDUCATION

JOHN PLAKOS, Director

June, 1971

PREFACE

The need for materials and techniques that can meet the unique demands of bilingual education programs throughout the nation is the paramount concern of the National Consortia for Bilingual Education. The Consortia, which was conceived and developed under the leadership of Mr. Richard Goulet and Mrs. Jean Narayanan, Bilingual Programs Branch of the U. S. Office of Education, was assigned the responsibility to develop the means by which this need for materials could be reduced. One of the prime tasks for the 1970-71 year of operation was to design and initiate an assessment of needs process to determine which learner materials, instructional guidelines, and support materials are needed, are in use, and/or are being developed by Title VII project personnel.

The contents of this report represent untold weeks of work by many people to gather information from all of the Title VII Bilingual Education Projects in existence. A sampling of the projects and data is represented in this report, although the gathering of information from the field is continuing as part of an on-going needs assessment process.

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INTRODUCTION

Meeting the educational needs of students with limited or no English speaking ability by means of bilingual education programs in the schools is a new concept for American education. Prior to 1967, the use of any language other than English as the basis of instruction in our public schools was prohibited by law. Today some states having large concentrations of non-English speaking students, such as California and Texas, have amended their state educational codes in order to permit instruction in the language of the child--be it Chinese, Spanish, Navajo, or any other native language the child might possess. In 1968, approval and support for bilingual education on a national basis came about with the amendment of the Elementary and Secondary Education Act to provide federal monies for demonstration bilingual education programs.

The problems of what to teach and how to teach it in the bilingual classroom can only be understood by viewing the facts that: (1) bilingual education is new to the traditional American education system, and (2) only in the past two years have federal monies become available to develop bilingual education programs. It is little wonder that local school districts now involved in bilingual education programs still are searching desperately for instructional materials and techniques to use in the classroom. The need is further compounded by the fact that even commercial companies have offered very few materials to date that have been developed especially for limited

or non-English speaking pupils. Most of the bilingual education programs funded through Title VII, E.S.E.A., therefore, have had to devise some of their own instructional materials or adapt existing materials developed for the English speaking child. At times, translation of these into the language of their non-English speaking population has been the only possible recourse, with predictably inadequate results.

In 1970, the U. S. Office of Education, Title VII Branch, was able to respond to requests from project directors of bilingual programs nationwide for assistance in the areas of curriculum materials, instructional techniques, and support services necessary for implementation of effective bilingual programs. With the aid of experts from the field, the U. S. Office of Education designed a series of special projects, among them the National Consortia for Bilingual Education. This specially funded project was assigned the responsibility of meeting the curriculum-related materials needs of bilingual programs throughout the country.

NATIONAL CONSORTIA FOR BILINGUAL EDUCATION: PURPOSE AND BASIC OBJECTIVES

The National Consortia for Bilingual Education (NCBE), established for the specific purpose of coordinating on a regional/national basis the resolution of materials needs, has two major mission objectives. These objectives focus on learner needs, curriculum-related materials, instructional techniques, and parental involvement within educational systems throughout the United States.

The following objectives constitute the mission of the National Consortia for Bilingual Education:

> "(1) to systematically assess the major needs of bilingual education programs across the nation which could be partially met through making available a variety of materials; and
>
> (2) to both identify, evaluate, refine, install, and test existing materials and, where necessary, develop new ones for broad dissemination."[1]

During this first year of operation, the NCBE began implementation of methods to accomplish the above objectives. The procedures and findings from these processes will comprise the major portion of this report. The means by which the initial assessment of curriculum-related needs was performed were as follows: (1) Mail-Out Survey; (2) Telephone Survey; and (3) On-Site Visitation Survey. The means by which the second major objective will be accomplished are briefly described in the final chapter which contains an environmental model for the continual assessment of needs and the feed-in of this information into the entire materials packaging process. The scope of this report, however, excludes detailed discussion of this objective.

---

[1]Rationale for the National Consortia for Bilingual Education, 1970.

CHAPTER I

DESCRIPTION OF THE ASSESSMENT OF NEEDS PROCESS

The assessment of needs process formulates not only the basis upon which the identification of curriculum-related needs rests, but the means by which project produced materials currently in the production stage can be identified and evaluated. The information resulting from this process will permit the matching of Title VII projects in need of specific materials with projects that have produced or are producing those needed materials. Needs for which no materials are being developed will also be evident from this process. With this outcome in mind, the NCBE professional staff and outside consultants, expert in survey design and bilingual education, developed the initial needs assessment process. The following overall objectives formulate the basis upon which the assessment process was developed and is being implemented:

- to gather descriptive data about the environment and learners in Title VII projects which would affect the use of materials;
- to identify which project produced materials were in existence or were being planned for development by any Title VII projects;
- to identify curriculum-related materials needs of all bilingual programs in operation, Title VII and non-Title VII.

The first objective was to gather descriptive data about the learners in bilingual education programs and the environment in which

the learning process takes place. This information provided the baseline data to determine which learners, teachers, and parents in bilingual projects could utilize identified project produced materials.

The second objective was to identify the project materials produced or in production in bilingual programs according to five basic components: Community Involvement, Learner Materials Development, Evaluation, Instructional Systems, and Staff Development. The bilingual programs surveyed included all Title VII projects and a number of non-Title VII bilingual programs.

In determining the requirements of the third objective, curriculum-related materials needs, the same five components designated for the second objective were utilized.

The procedures selected by the NCBE for accumulating information to meet the above objectives were as follows: (1) an initial contact with all Title VII projects and identified non-Title VII bilingual programs by means of a Mail-Out Questionnaire; (2) clarification or collection of additional data by means of a Telephone Survey; and (3) On-Site Visitations to those projects evidencing a high likelihood of producing needed curriculum-related materials.

The implementation of the three survey procedures contained in this report followed a plan for the phasing of each process.

The timetable was as follows:

- o Mail-Out Survey - Sent out in October--cut-off date for returns for this report was December, 1970;
- o Telephone Survey - Collection and clarification of data for this report--October through February;
- o On-Site Visitations - Conducted during the month of December.

It should be emphasized that new data are continually being received, processed and utilized as part of the on-going task of identifying needs and materials in the field. This report incorporates data from the Mail-Out Survey returned by fifty-one (51) Title VII projects in their second year of operation, from information obtained from the Telephone Survey, and from On-Site Visitations to forty-four (44) Title VII projects. Data have also been incorporated from fourteen (14) non-Title VII bilingual programs. Projects selected for visitation met one of the following criteria:

- . the project returned the Mail-Out Questionnaire within the alloted time and merited a rating of 2.5 or above on the 0-4 rating scale; or
- . the project was funded for $100,000 or above; or
- . the project included a language which projects meeting the above criteria did not have.

The discussion of the findings from the survey processes is presented in Chapters II, III, and IV.

CHAPTER II

DESCRIPTION OF THE LEARNERS AND THEIR ENVIRONMENT

In order to better identify the educational materials needs of learners enrolled in bilingual education programs, it was first necessary to identify the environment and characteristics of the learners. The following questions were foremost in the design of the assessment of needs process and will constitute the focus of the discussion in this chapter:

- Who are the learners?
- What languages are spoken in the homes of the learners?
- What types of instructional programs are being offered to the learners?
- What types of assessment and evaluation instruments are being applied to learners in bilingual programs?
- What are the characteristics of the teachers in the bilingual programs?
- What support personnel and inservice provisions are applied to the program?

WHO ARE THE LEARNERS?

The students participating in the bilingual education programs were selected on the basis of federal regulations and requirements as specified under Title VII, E.S.E.A. Within these guidelines,

however, selection within school districts rested with the local educational agency (LEA) and was primarily based upon teacher ratings of students, grades, local and standardized test scores, student interviews, counselor recommendations, and/or requests by any of the above or by a community group.

Table I: Comparison of Participating Students x Grade Level for Designated Program Language Components indicates that there is a total of 23,829 pupils enrolled in grades pre-kindergarten through twelve, as reported by the fifty-one (51) projects comprising the sample from the Mail-Out Survey. Of this total, 18,021 pupils or seventy-six per cent (76%) of the sample population are from ethnic backgrounds other than that of the Anglo. This percentage compares with the 5,808 pupils or twenty-four per cent (24%) who are identified as being Anglo by a ratio of about four to one (4:1). The table also indicates that the greatest number of pupils, both Anglo and non-Anglo combined, are enrolled in bilingual education programs in grades pre-kindergarten through two.

The levels having the next greatest number of enrollees are grades three and four. Although they have substantial numbers of student participants, 2,178 and 1,145 respectively, the total number of students decreases significantly when compared with kindergarten, first, and second grade participants.

It should be noted that at the seventh grade level there is a slight increase in the number of students receiving bilingual

TABLE I

COMPARISON OF PARTICIPATING STUDENTS x GRADE LEVEL

FOR DESIGNATED PROGRAM LANGUAGE COMPONENTS*

(Composite Listing)

GRADE LEVEL	TOTAL STUDENTS	TOTAL NON-ANGLO	TOTAL ANGLO
PK	609	534	75
K	3,974	3,152	822
1	7,266	5,461	1,805
2	6,192	4,812	1,380
3	2,178	1,536	642
4	1,145	844	301
5	383	280	103
6	292	191	101
7	518	383	135
8	317	175	142
9	350	280	70
10	275	189	86
11	132	77	55
12	77	23	54
Others**	121	84	37
TOTAL:	23,829	18,021	5,808

* Spanish, Portuguese, French, Chinese, Indian (Cherokee, Keresan, Navajo)
** Students enrolled in project who are not of the target ethnic group

education experiences. Although the total number of students (518) is small in comparison to the lower elementary grades, it does indicate an attempt by local educational agencies (LEA's) to develop an instructional program at the beginning secondary level that more closely approximates the needs of those learners having language backgrounds different from their Anglo counterparts.

In order to further delineate the bilingual program by language, a grade level distribution for each language has been prepared. Table II: Comparison of Participating Students x Grade Level x Ethnicity illustrates each of these designated program language components. The languages represented in the Mail-Out Survey are Spanish, Portuguese, French, Chinese, and Indian (Cherokee, Keresan, and Navajo). The chart indicates that the pupils with a Spanish language background far outnumber all the other ethnic groups within the program.

Kindergarten students participating in programs having Spanish as the basic language represent a non-Anglo to Anglo ratio of four to one (4:1), or seventy-nine per cent (79%) to twenty-one per cent (21%).

Student enrollment in the first and second grade Spanish language programs also have similar non-Anglo to Anglo ratios (3:1). First grade non-Anglo students constitute seventy-six per cent (76%) of the students within this designated grade level, while the second grade program has 4,527 or seventy-seven per cent (77%) non-Anglo students.

TABLE II

COMPARISON OF PARTICIPATING STUDENTS x GRADE LEVEL x ETHNICITY

FOR DESIGNATED PROGRAM LANGUAGE COMPONENTS

PROGRAM LANGUAGE	ETHNICITY	GRADE LEVEL														
		PK	K	1	2	3	4	5	6	7	8	9	10	11	12	Others*
SPANISH	NON-ANGLO	534	3018	5212	4527	1411	819	251	170	358	158	255	171	63	22	84
	ANGLO	75	780	1644	1245	504	230	31	22	51	69	9	13	12	0	37
PORTUGUESE	NON-ANGLO	0	9	35	31	39	10	9	7	11	10	21	16	12	0	0
	ANGLO	0	6	29	31	29	3	5	6	8	3	3	7	0	0	0
FRENCH	NON-ANGLO	0	0	34	51	33	15	20	14	14	7	4	2	2	1	0
	ANGLO	0	0	76	58	76	68	67	73	76	70	58	66	43	54	0
CHINESE	NON-ANGLO	0	0	51	66	0	0	0	0	0	0	0	0	0	0	0
	ANGLO	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0

* Students enrolled in project who are not of the target ethnic group

continued next page

TABLE II

COMPARISON OF PARTICIPATING STUDENTS x GRADE LEVEL x ETHNICITY

FOR DESIGNATED PROGRAM LANGUAGE COMPONENTS

continued

PROGRAM LANGUAGE	ETHNICITY	GRADE LEVEL														
		PK	K	1	2	3	4	5	6	7	8	9	10	11	12	Others*
CHEROKEE	NON-ANGLO	0	64	57	51	53	0	0	0	0	0	0	0	0	0	0
	ANGLO	0	14	36	25	33	0	0	0	0	0	0	0	0	0	0
KERESAN	NON-ANGLO	0	0	26	18	0	0	0	0	0	0	0	0	0	0	0
	ANGLO	0	0	2	1	0	0	0	0	0	0	0	0	0	0	0
NAVAJO	NON-ANGLO	0	61	46	68	0	0	0	0	0	0	0	0	0	0	0
	ANGLO	0	22	18	20	0	0	0	0	0	0	0	0	0	0	0

* Students enrolled in project who are not of the target ethnic group

The program emphasis for the Portuguese bilingual program is in grades one through three. From grades four to eleven, smaller groups of students, most of whom are predominantly Portuguese speaking, are receiving bilingual education instruction. The table also indicates a near ethnic balance of students by grade level from kindergarten through the third grade.

It is interesting to note that for the survey sample reported, all the pre-kindergarten programs are Spanish language. In the kindergarten, however, there are Spanish language programs, a small number of Indian language programs, and one Portuguese class.

Table III: Comparison of Total Participating Students x Ethnicity for Designated Program Language Components depicts the numerical breakdown for each of the seven (7) language categories that comprise the fifty-one (51) projects sampled in the needs assessment Mail-Out Survey. These data indicate that the Spanish language component has a larger number of students than all of the other languages combined. Of the total 23,829 students sampled, ninety-one per cent (91%) are involved in forty-six (46) Spanish language bilingual education projects throughout the United States. The French language component has 982 participants enrolled in one project. The Indian languages (Cherokee, Keresan, and Navajo) components have a total of 615, the Portuguese programs consist of 340 participants, and the Chinese component has the fewest participants (117).

TABLE III

COMPARISON OF TOTAL PARTICIPATING STUDENTS x ETHNICITY

x DESIGNATED PROGRAM LANGUAGE COMPONENTS

(51 projects sampled)

PROGRAM LANGUAGE	TOTAL STUDENTS	NON-ANGLO	ANGLO
SPANISH	21,775	17,053	4,722
PORTUGUESE	340	210	130
FRENCH *	982	197	785
CHINESE	117	117	0
CHEROKEE	333	225	108
KERESAN	47	44	3
NAVAJO	235	175	60
TOTAL:	23,829	18,021	5,808

* Figures used are those reported in the survey return. They include all students served by the project in some way. One hundred thirty-seven children (80 non-Anglo and 57 Anglo) are officially enrolled in the bilingual program in grades 1-3.

One project having French as the program language is included in the Mail-Out Survey data sampled. Many of the Franco-American students participating in the program come from homes in which French was spoken, but where time has eroded much of the language as well as the cultural traditions of these people. A continuous entry of French-speaking families into the community constitutes a segment of the student population in need of the bilingual program.

Data from the Chinese project were for predominantly non-English speaking youngsters in grades one and two. The 117 students enrolled in the program comprise a very small percentage of the total target students in this survey sample; however, the Chinese populations in various cities in the United States are expected to benefit by this program.

The Indian languages component consists of three languages: Cherokee, Keresan (Laguna and Acoma), and Navajo. One of the three Title VII projects sampled, Grants, New Mexico, has a multiple language program which includes Keresan and Navajo as well as Spanish and English language instruction. Of the other two Indian language projects, one has a base language of Navajo while the other has a base language of Cherokee.

Some of the implications for curriculum-related materials needs that may be derived from the preceding information (based on Tables I, II, and III) are:

(1) The greatest need for effective bilingual

materials remains at the pre-kindergarten through second grade levels where the highest concentration of students is taught and where most of the effort thus far has been exerted to design and develop curriculum materials;

(2) Spanish by far exceeds other languages as the target language in the bilingual programs and indicates that the emphasis for materials development and dissemination should be placed upon Spanish language program materials; and

(3) Attention should be directed towards the development of second-language materials specifically for English speaking children who, according to surveyed projects, number approximately twenty-five per cent (25%) of Title VII students.

WHAT LANGUAGES ARE SPOKEN IN THE HOMES OF THE LEARNERS?

Since the vast majority of bilingual education programs are concerned with the lower primary grades, specifically grades kindergarten through four, knowledge of the language spoken in the home of the participating students is essential to the selection, preparation, and/or adaptation of materials for instruction in order that these materials be relevant to their users. Figure 1: Language Spoken in Home of Students Participating in Bilingual Education Programs provides a breakdown by home language of the students included in the fifty-one (51) projects in the survey sample. Fifty per cent (50%) of all participating students come from homes in which no English is spoken. Students whose home language is English comprise another twenty-three per cent (23%), and children from homes where both languages are spoken account for the difference, or twenty-seven per cent (27%).

LANGUAGE SPOKEN IN HOME OF STUDENTS PARTICIPATING IN BILINGUAL EDUCATION PROGRAMS

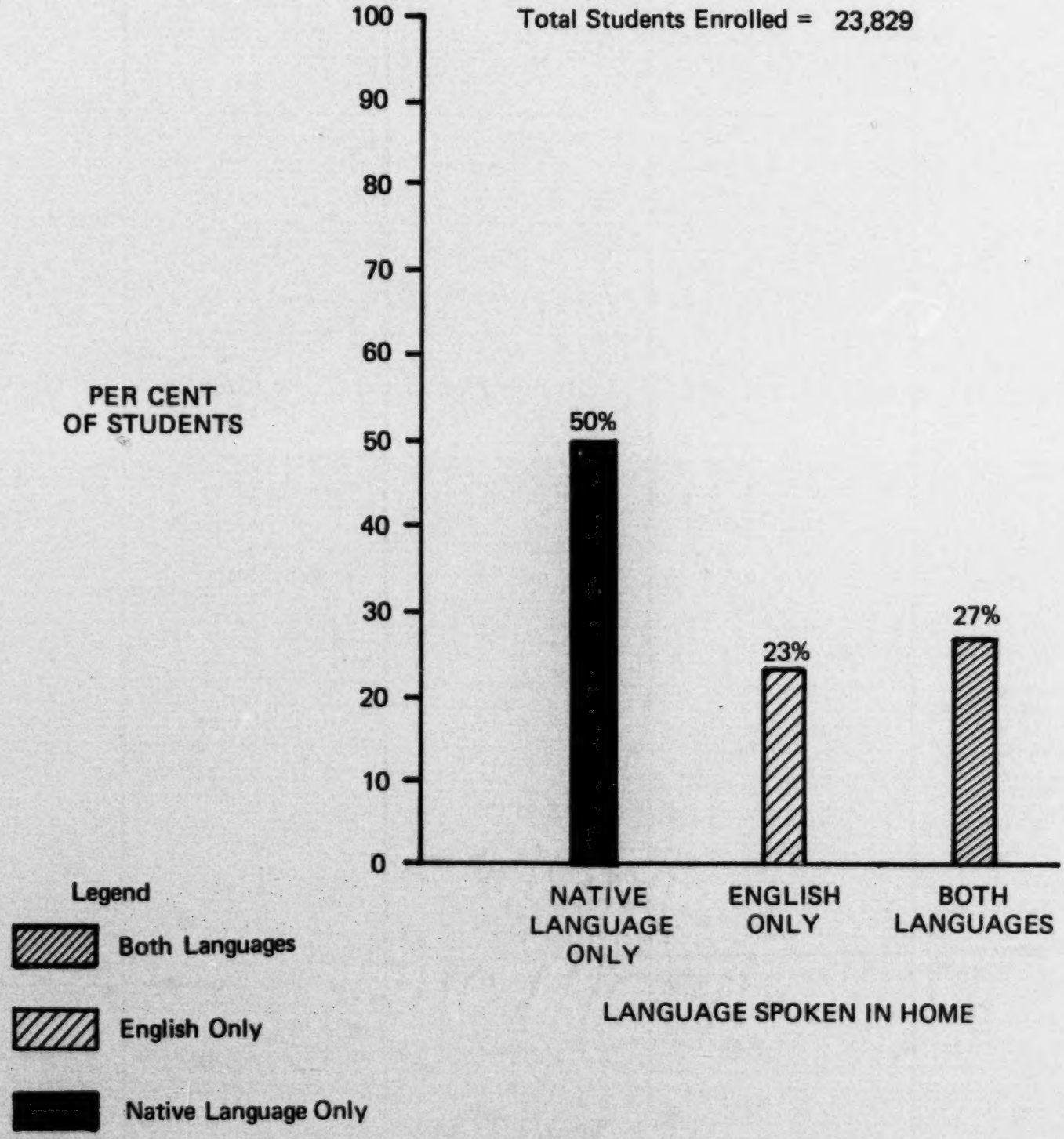

FIGURE 1

These data regarding the predominant home language of children participating in bilingual education programs throughout the United States demonstrate the need for programs of bilingual education. Half of the students must necessarily come to school with very little or no English speaking ability, since little or no English is spoken in their homes. Language reinforcement from the home, which is essential in establishing functional English language patterns, is not being provided for these children. Instructional materials designed for such children must consider their special needs. This high percentage of non-English speaking homes also has implications for materials development in the area of Community Involvement. The personnel surveyed felt that a child's learning should not stop when he leaves school for the day, but should continue into the home. When a native language is spoken in seventy-seven per cent (77%) of the homes and is the only language spoken in fifty per cent (50%) of the homes, it can be seen that these materials will lose most of their effectiveness if they are written in English only. If these parents are to be able to reinforce their children's learning, they must be provided materials in their own language.

Table IV: Language Spoken in Home of Students Participating in Bilingual Education Programs--Project Totals x Program Language depicts the number of children reported in the sample survey by program language and language spoken in the home. It should be noted that, of the students from homes in which English is not spoken, 11,114 (93%) claim Spanish as the only language of the home. Thus

TABLE IV

LANGUAGE SPOKEN IN HOME OF STUDENTS PARTICIPATING

IN BILINGUAL EDUCATION PROGRAMS

Project Totals x Program Language

PROGRAM LANGUAGE	TOTAL CHILDREN	HOME LANGUAGE		
		NATIVE LANGUAGE ONLY	ENGLISH ONLY	BOTH LANGUAGES
SPANISH	21,775	11,114	4,910	5,751
PORTUGUESE	340	151	132	57
FRENCH	982	327	327	328
CHINESE	117	14	15	88
INDIAN*	615	321	163	131
TOTALS:	23,829	11,927	5,547	6,355

* Cherokee, Keresan, Navajo

it would appear that a special emphasis should be placed on the development, packaging, and utilization of materials for Spanish bilingual programs.

WHAT TYPES OF INSTRUCTIONAL PROGRAMS ARE BEING OFFERED TO THE LEARNER?

In order to illustrate the time spent in the classroom for various language activities, Figures 2, 3, and 4 are included in this section as graphic representations of the information which will be discussed. In these figures it should be noted that hours are shown on the vertical scale while equivalent minutes are shown next to each bar of the graph to facilitate interpretation. Grade levels are grouped according to pre-school, lower primary, upper primary, junior high, and high school. Further, the bar for each grade level group contains the total (average) instructional time, per day, spent in the bilingual education program. It should be noted that the projects which constitute the survey sample do not each have bilingual instruction at every grade level.

Figure 2: Instructional Time as a Function of Grouped Grade Level Designation--English vs Other Languages depicts the average time for instruction in which the English language is utilized as the communication medium as compared with the use of other languages as the basis for instruction. The term "other languages" as used in the figures includes the following languages: Spanish, Portuguese, French, Chinese, Cherokee, Keresan (Laguna and Acoma), and Navajo. Of the

INSTRUCTIONAL TIME AS A FUNCTION OF GROUPED GRADE LEVEL DESIGNATIONS

Language of Instruction: English vs Other Languages

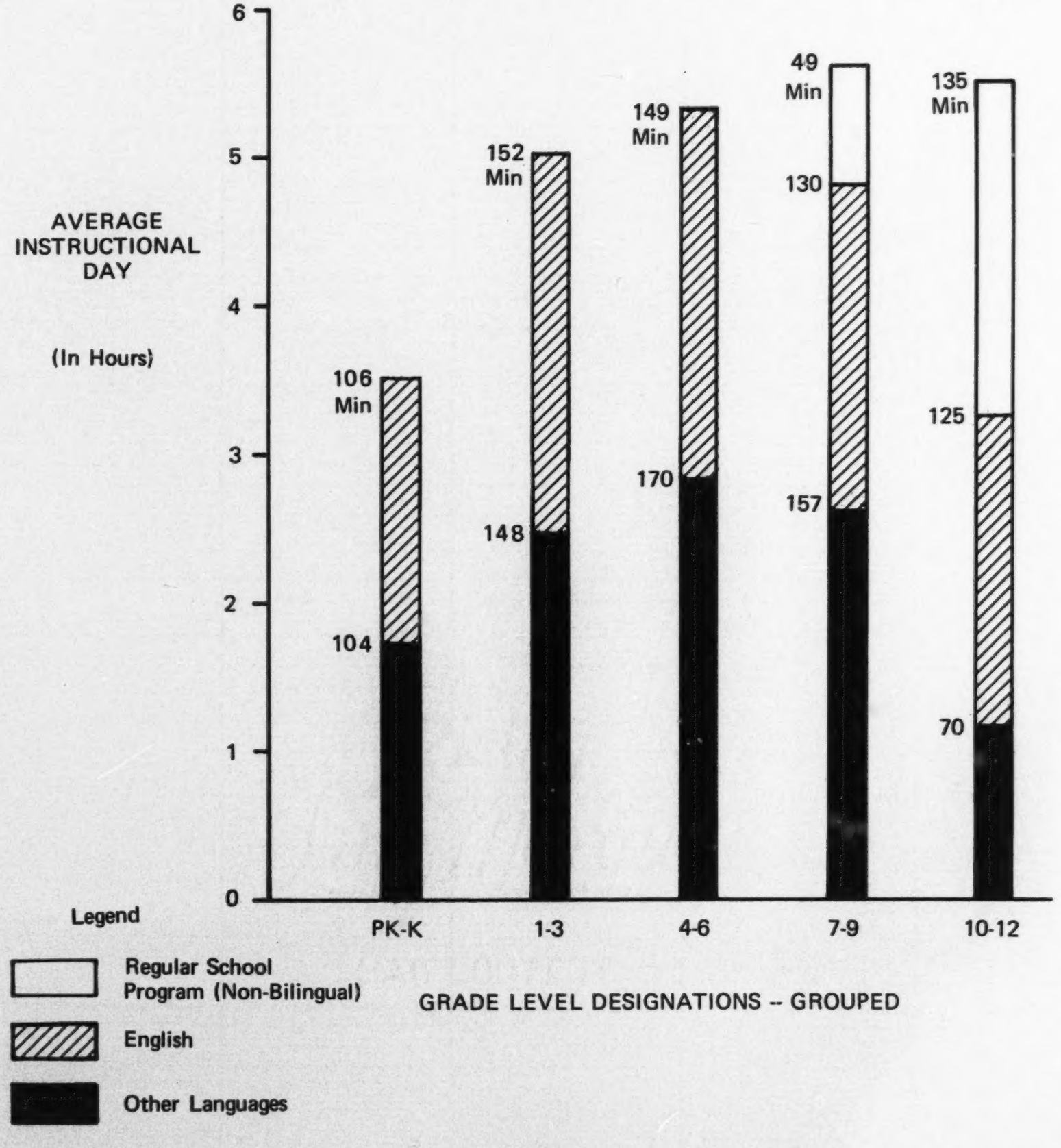

FIGURE 2

sample reporting, most of the respondents of programs at the elementary level (pre-school through grade six) reported that the entire instructional day was spent in the bilingual program. However, in grades seven through nine the bilingual program averages four and three-fourths hours (with fifty (50) minutes spent in the regular school program), while in grades ten through twelve the program length is approximately three hours (with two and one-fourth hours spent in the regular school program). Observations of the programs for grades seven through twelve show that the bilingual instruction in these grades becomes specialized in terms of the curriculum areas, i.e., students do not remain in self-contained classrooms for the entire school day. Figure 2 also indicates that the proportion of instructional time in English versus the Other Language(s) shifts from almost fifty per cent (50%) of the instruction being given in each language in grades pre-kindergarten through three (PK-3) to thirty-eight per cent (38%) of the instructional time in the bilingual program being conducted in English and twenty-one per cent (21%) in the Other Language for grades ten through twelve. It should be noted that in grades four through six, approximately fifty-three per cent (53%) of the instructional day is in "Other Language".

The implication for materials utilization as shown in Figure 2 further indicates that at least half of the total instructional time in bilingual education programs is spent in the "Other Language". For the elementary grades (PK-6) this includes the content areas of social studies, science, and mathematics as well as language arts.

Information from the survey procedures supports this statement by indicating that at least sixteen (32%) of the projects sampled on the Mail-Out Survey offered social studies in the Other Language and that thirteen (26%) of the projects offered mathematics in the Other Language while eleven (22%) projects offered science in the Other Language.

Figure 3: Instructional Time as a Function of Grouped Grade Level Designations--English as a Second Language vs Other Languages as Second Languages is included to illustrate the amount of time allocated to the use of specific oral-aural language instructional techniques. English as a Second Language (ESL) is provided for students with limited or no English speaking ability in each grade level grouping. "Other Languages as Second Languages" are provided for each grouped designated grade level for children whose first language is English. However, it should be noted that each project surveyed did not necessarily have one or both of these components. The amount of time spent in ESL instruction for the elementary grades (PK-6) averages thirty (30) minutes of instruction per day, with the pre-kindergarten and kindergarten children receiving about twenty (20) minutes of instruction per day.

The amount of time devoted to ESL instruction at the junior high (28 minutes) and high school (20 minutes) levels is somewhat less than for the elementary grades. Overall, there is only a slight difference in the amount of time spent for ESL versus Other Languages

INSTRUCTIONAL TIME AS A FUNCTION OF GROUPED GRADE LEVEL DESIGNATIONS

English as a Second Language vs Other Languages as Second Languages

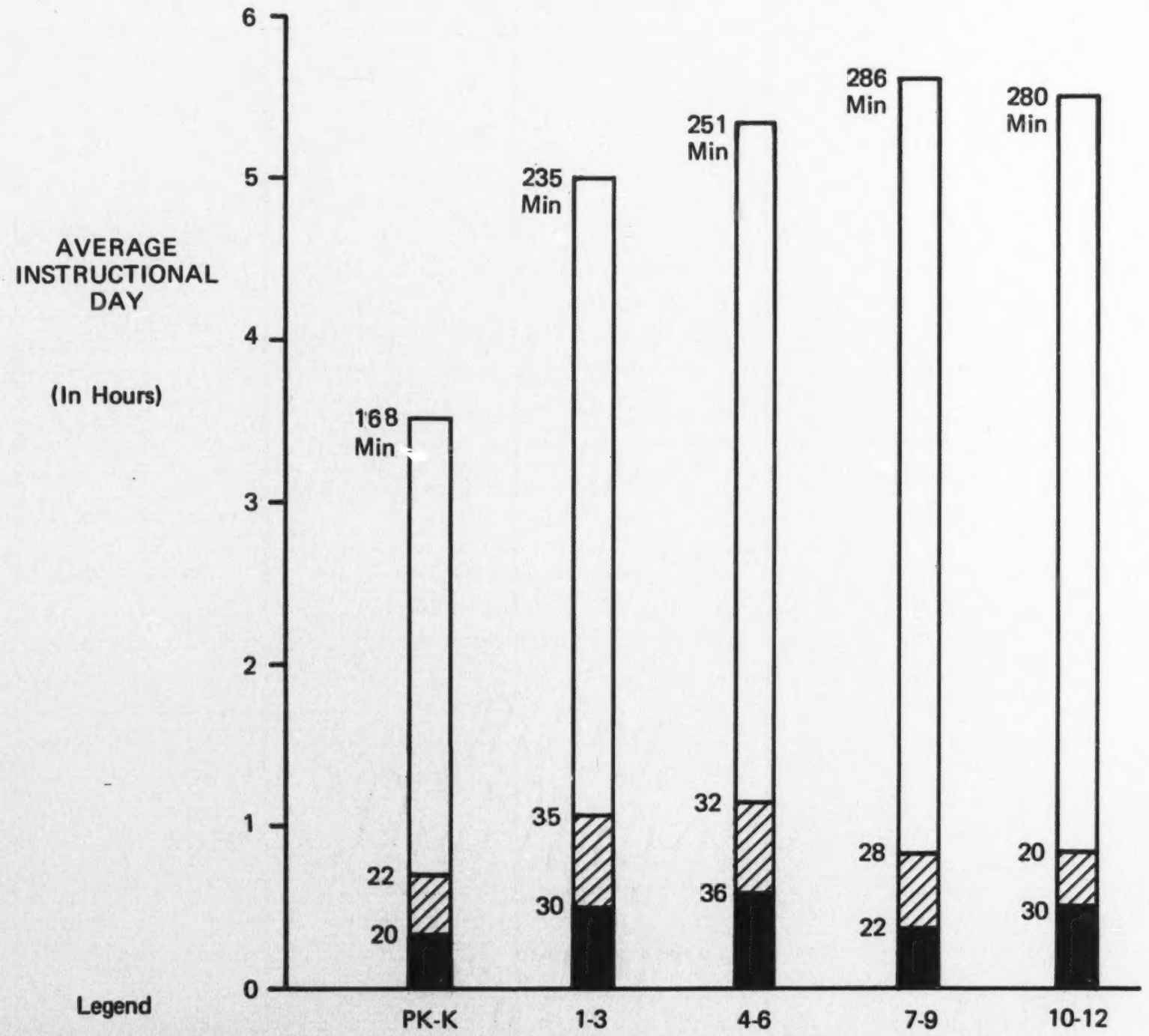

FIGURE 3

as Second Languages. The greatest difference in time allocated for each is at the high school level where an average of one-third more time is spent in teaching Other Languages as Second Languages.

The implication for materials to be used in the ESL and Other Languages as Second Languages components is that instruction is being given in both of these areas at all grade levels, thus indicating the need for instructional support materials. Project directors and staff have expressed a great need for materials in the area of Other Languages as Second Languages. A review of commercial materials utilized by bilingual projects indicates that ESL materials are available on the market, while Other Languages as Second Languages materials generally are not available from commercial sources (the exception here is foreign language programs for junior and senior high school).

Figure 4: Instructional Time as a Function of Grouped Grade Level Designations--English Language Arts vs Language Arts in Other Languages illustrates that a substantial portion of the instructional day is devoted to language arts activities. These activities include the building of skills related to listening, speaking, reading, and writing. The pre-kindergarten and kindergarten programs devote the greatest amount of time to the language arts (over two-thirds of the instructional day). Of this amount, more time is spent in Language Arts activities in Other Languages than in English Language Arts. The indicated reason for this is that the greatest concentration of non-English or limited English speaking children is found in the

INSTRUCTIONAL TIME AS A FUNCTION OF GROUPED GRADE LEVEL DESIGNATIONS

English Language Arts vs Language Arts in Other Languages

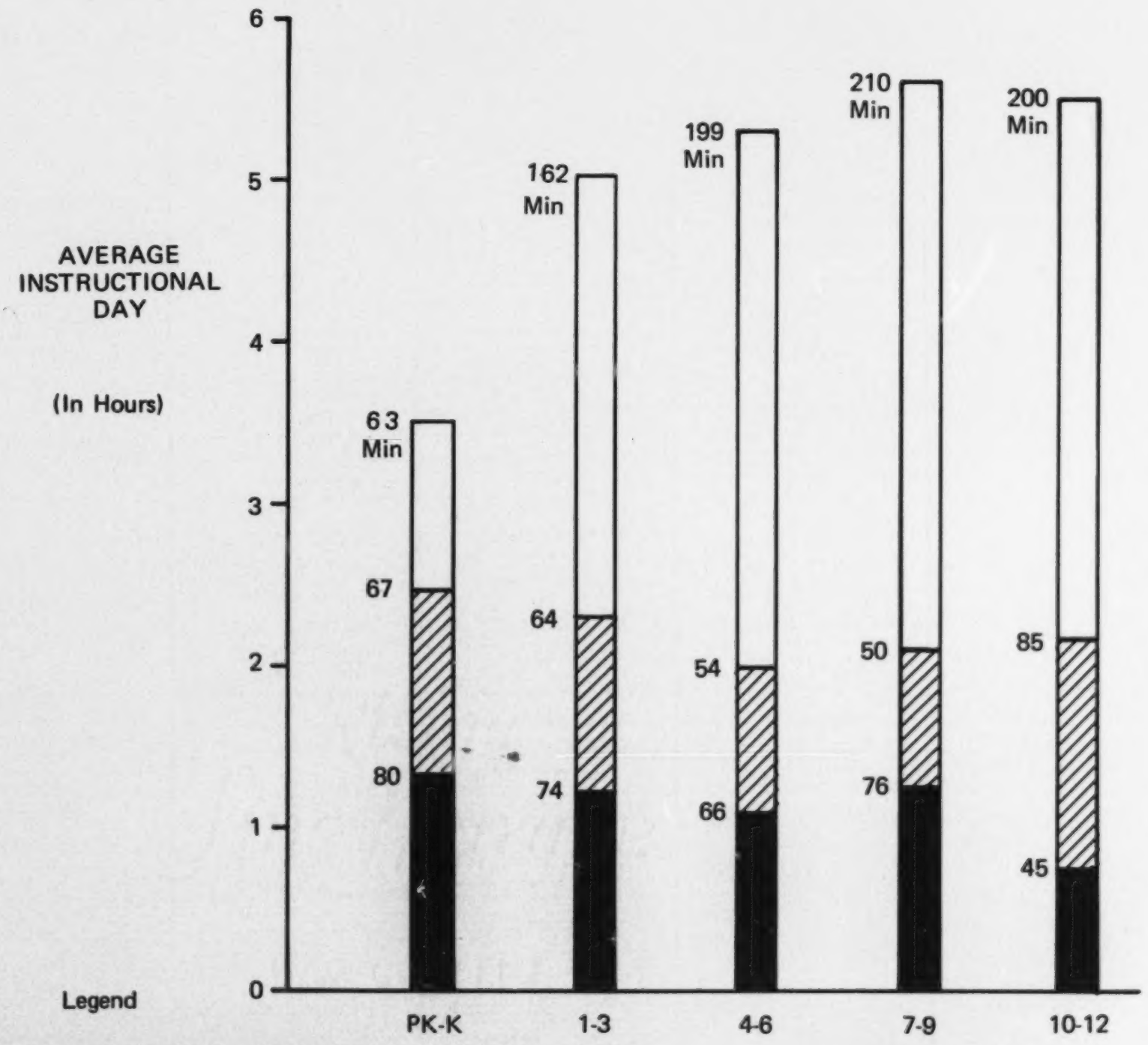

FIGURE 4

entry-level grades (PK-K). As one might expect, by the time the child has been in school for a few years his ability to function in the English language has increased. An average of seventy (70) minutes of language arts experience is reported for grades one through six in the Other Languages and about sixty (60) minutes in the English Language Arts. This comprises forty-six per cent (46%) of the total instructional day at the lower primary grades and thirty-eight per cent (38%) at the upper primary grades. An examination of the junior high school level (grades 7-9) indicates that approximately thirty-seven per cent (37%) of the total instructional day is spent in language arts. At the high school level, the data reported show that approximately two-fifths (39%) of the instructional time (bilingual program only) is spent in language arts. Most of this time is devoted to English Language Arts.

The implication for materials needs indicated from the data presented in Figure 4 is that language arts comprises by far the greatest single use of instructional time in the school day when all curriculum areas are compared. The corollary is that more time is spent in the Language Arts in Other Languages than in the English Language Arts. Although an abundance of materials exists for instruction in the English Language Arts, there is urgent need for the development of materials in other languages for the building of skills from the reading readiness level through the development of complex reading processes.

WHAT TYPES OF ASSESSMENT AND EVALUATION INSTRUMENTS ARE BEING APPLIED TO LEARNERS IN BILINGUAL PROGRAMS?

The recent entry of bilingual programs into the educational arena has produced many complex, but inter-related problems. Commercially produced tests were not available to meet the sudden demands of bilingual learners throughout the United States. Indeed, even those local educational agencies charged with the responsibility of assessing the target learners before implementing these programs were neither ready nor able to cope with this new requirement. The result has been an uncoordinated mixture of in-house instruments and inappropriate commercial instruments to test limited or non-English speaking pupils. Although both commercial and project entities are refining their test instruments to better assess learner performance, there is still a significant gap in evaluation design and instrumentation. This is especially true when one considers the many languages with which bilingual education programs are concerned.

The summative data from the assessment of needs survey indicated that projects involved in bilingual education find that commercially produced tests, although widely used, are somewhat lacking in terms of providing comprehensive assessment of learner performances of process and product objectives. The result has been the development of local interim assessment devices to determine progress in complying with stated federal regulations.

The results of the needs assessment have indicated that in-house produced instruments are the most frequently used evaluation modes

in bilingual projects throughout the United States today. This is especially true in the elementary grades because of the emphasis on programs to assist target learners as early in the educational sequence as possible. It was further noted that more tests, whether in-house or commercially produced, were administered to non-Anglo participants than to Anglo counterparts. All of these findings relating to the assessment and evaluation of non-Anglo children have pointed to the definite need to design and norm instruments to those pupils who are not able to function competitively in the English language.

WHAT ARE THE CHARACTERISTICS OF THE TEACHERS IN THE BILINGUAL PROGRAM?

Critical to the implementation of successful bilingual education programs, especially in terms of language/communication facility, is the competency of participating teachers to teach in the language of the student. The data in Figure 5: Functional Non-English Language Ability of Teachers Participating in Bilingual Education Programs illustrate the functional language of teachers by program language components. Each language component indicates the total number of teachers involved in that component and the percentages functional in that language. A total of 951.5 teachers in the fifty-one (51) projects sampled is included. The data show that Spanish language programs include the greatest number of teachers (870.5) in those projects sampled for this report, while the Portuguese program has the highest percentage (100%) of teachers functional in the native language. It should be noted, also, that the bilingual programs surveyed are strongly supported educationally by a corps of 600 para-professionals that supplements instruction by

FUNCTIONAL NON-ENGLISH LANGUAGE ABILITY OF TEACHERS PARTICIPATING IN BILINGUAL EDUCATION PROGRAMS

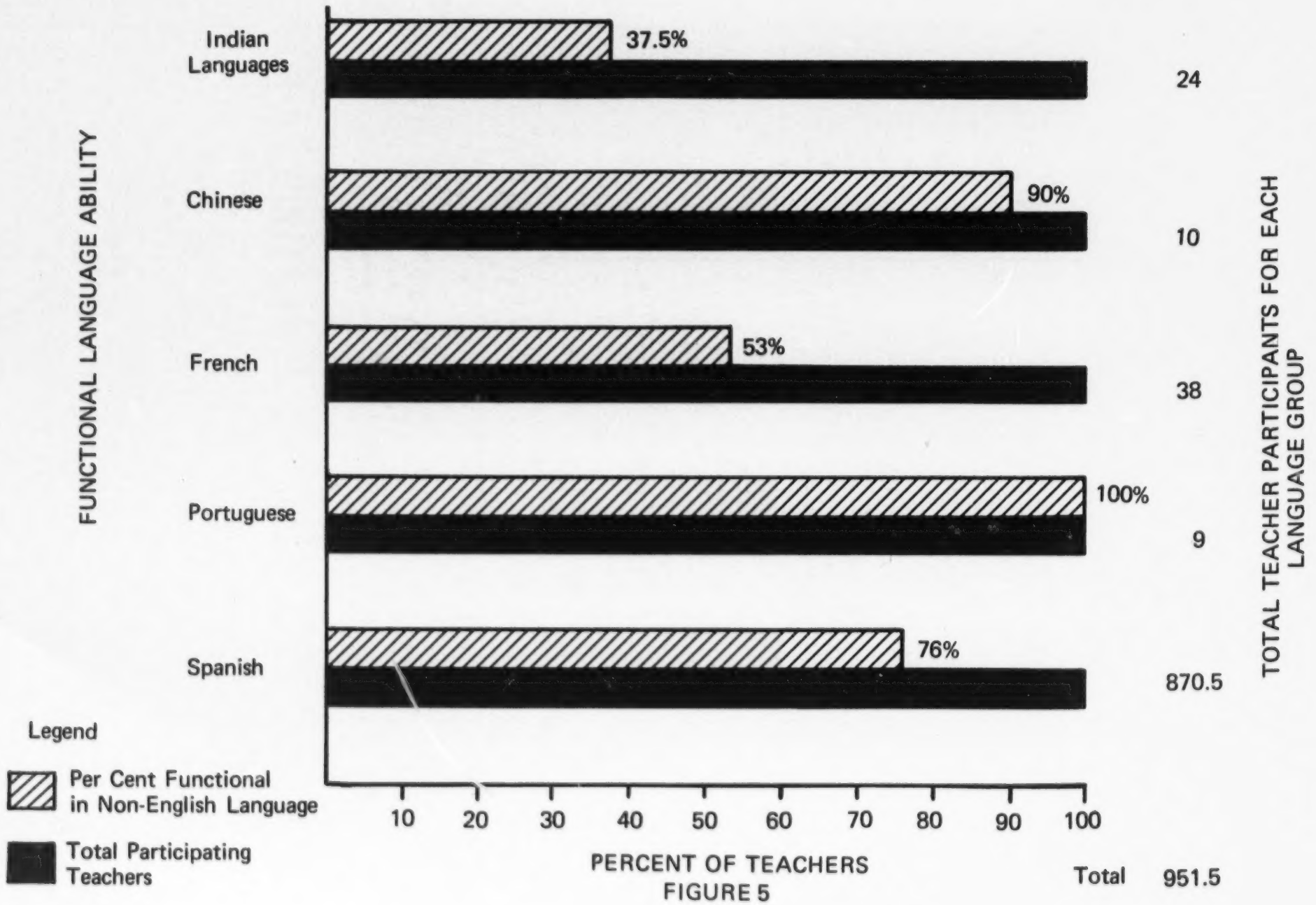

FIGURE 5

providing target learners with additional educational experiences that are relevant to their needs. The Spanish program ranks first with 527 teacher-aides supplementing teacher instruction while adding a functional language competency of ninety-seven per cent (97%) to the program. All eleven teacher-aides in the Portuguese program are bilingual.

Survey results indicated that teachers and teacher-aides functional in the native language are important in providing a more meaningful, culturally oriented instructional program to learners in the bilingual program. These staff members also play an important role in materials development and adaptation, and in testing. In addition, evidence showed that community involvement is enhanced by the language facility of staff members.

WHAT SUPPORT PERSONNEL AND INSERVICE PROVISIONS ARE APPLIED TO THE PROGRAM?

Numbers of personnel do not necessarily add to the effectiveness of a program. One must also consider years of bilingual teaching experience as a guide to determine the appropriateness of staff requirements. The first point to consider is the number of years the 951.5 teachers have devoted to bilingual education. About eighty per cent (80%) have one or more years of experience in bilingual education programs. Of those teachers possessing one or more years of bilingual classroom experience, thirty-one per cent (31%) have taught three or more years

in a bilingual program. Experience for teachers has been supplemented by preservice and inservice training by both internal and external professionally qualified staff members and/or consultants. The four major areas--Community Involvement, Learner Materials Development, Instructional Systems, and Evaluation--have been the focus of this preservice and inservice training for an average of approximately three to five days, and four to six hours a month, respectively.

Project directors surveyed indicated that both preservice and inservice training of staff members is critical to teacher/teacher-aide attitudes and perceptions with regard to augmenting language and cultural experiences of the target learners. This training also was felt essential to refining skills in developing curriculum and related ancillary materials that are meaningful to their particular settings and students. Inclusion of non-project teachers and administrative staff in the training sessions also was viewed as a means to more rapidly achieve awareness of learner needs, parent communication methods, and adaptable instructional techniques.

CHAPTER III

PRELIMINARY MATCHING OF MATERIALS NEEDS AND PRODUCTS

The preceding chapter (Chapter II) described the target learners and the environment in bilingual programs. The results of the needs assessment survey, relative to the five major program areas (Community Involvement, Learner Materials Development, Evaluation, Instructional Systems, and Staff Development) also provided valuable information on the perceived material needs of target learners, instructional staff, and parents. The following four tables, V through VIII, illustrate each of the above program areas in terms of the LEA, the target language of the participating learners, grade level designations, identified materials needs as stated by the project director, and those LEA's developing materials that may satisfy the identified need(s). Since the category Learner Materials Development is inherent in each of the other program areas of identified needs, only the following four areas have been illustrated:

Table V : Identified Needs--Community Involvement

Table VI : Identified Needs--Evaluation

Table VII : Identified Needs--Instructional Systems

Table VIII : Identified Needs--Staff Development

TABLE V

IDENTIFIED NEEDS: ASSESSMENT OF NEEDS SURVEY

C O M M U N I T Y I N V O L V E M E N T

LOCAL EDUCATIONAL AGENCY	PROGRAM LANGUAGE	GRADE LEVEL	IDENTIFIED NEEDS	NEEDS FILLED BY (preliminary indications)
California, Pomona Pomona Unified School District		7-8	Community Liaison Material (English)	Austin Compton #El Monte Las Cruces La Joya *Marysville *New York City, P.S. 25 Riverside Santa Ana #Tucson
	S P A N			
Illinois, Chicago Chicago Board of Education	I S H	K-9	Pamphlets on Bilingual Teaching for the Community (Spanish)	Austin Tucson, gr. K-2 only
Michigan, Pontiac School District of the City of Pontiac		K-3	Materials for Pre-Schoolers' Parents (Spanish)	Springfield Tucson

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More than one product fills the need
* Not part of the original 51 projects surveyed for this report

TABLE V

IDENTIFIED NEEDS: ASSESSMENT OF NEEDS SURVEY

C O M M U N I T Y I N V O L V E M E N T

continued

LOCAL EDUCATIONAL AGENCY	PROGRAM LANGUAGE	GRADE LEVEL	IDENTIFIED NEEDS	NEEDS FILLED BY (preliminary indications)
New Mexico, Espanola Espanola Municipal Schools		1-2	Explanation of Bilingual Education for Parents (English)	Austin Laredo, United Consolidated Las Cruces #Tucson
	S			
Texas, Zapata Zapata County Independent School District	P	K-3	Parental Involvement Materials (English)	*Alum Rock Compton #El Monte Las Cruces La Joya *Marysville *New York City, P.S. 25 *Philadelphia Riverside Santa Ana #Tucson Tucson, gr. K only
	A			
	N			
	I			
	S			
	H			

More than one product fills the need
* Not part of the original 51 projects surveyed for this report

TABLE VI

IDENTIFIED NEEDS: ASSESSMENT OF NEEDS SURVEY

E V A L U A T I O N

LOCAL EDUCATIONAL AGENCY	PROGRAM LANGUAGE	GRADE LEVEL	IDENTIFIED NEEDS	NEEDS FILLED BY (preliminary indications)
Arizona, Nogales Nogales Public Schools	S	1-2	Achievement Test--all areas (Spanish)	#Del Rio ISD #La Joya #Laredo, United Consolidated Las Cruces San Antonio ISD
Arizona, Phoenix Phoenix Union High School District	P	9-10	Test for Mexican-Americans (English)	San Antonio ISD
Arizona, Tucson Tucson Public School District 1	A N I S H	PK-2	Test Materials--all areas (Spanish)	#Austin #Chicago #Del Rio ISD #La Joya Laredo, United Consolidated, Laredo, United Consolidated, gr 1-2 only Las Cruces *Phoenix, Wilson Elementary San Antonio ISD

More than one product fills the need
* Not one of the original 51 projects surveyed for this report

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TABLE VI

IDENTIFIED NEEDS: ASSESSMENT OF NEEDS SURVEY

E V A L U A T I O N

continued

LOCAL EDUCATIONAL AGENCY	PROGRAM LANGUAGE	GRADE LEVEL	IDENTIFIED NEEDS	NEEDS FILLED BY (preliminary indications)
California, Barstow Barstow Unified School District		K-1	Test to Determine Language Dominance (Spanish)	Laredo, United Consolidated, gr. 1 only Las Cruces *Marysville San Antonio ISD
California, Salinas Gonzales Union High School District	S P A N I S H	9-10	Manual on Techniques and Evaluation for Teachers and Aides (English)	*Marysville, gr. 9 only *New York City, P.S. 25
Massachusetts, Springfield Springfield Public Schools		PK-7	Spanish Achievement Test for Content Areas (Spanish)	*#Calexico Chicago #Del Rio ISD #Laredo United Consolidated #La Joya Las Cruces, gr. K-4 only San Antonio ISD
		PK-7	ESL Tests (English)	Las Cruces Las Cruces, gr. 2-4 only *Marysville

More than one product fills the need

* Not part of the original 51 projects surveyed for this report

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TABLE VI

IDENTIFIED NEEDS: ASSESSMENT OF NEEDS SURVEY

E V A L U A T I O N

continued

LOCAL EDUCATIONAL AGENCY	PROGRAM LANGUAGE	GRADE LEVEL	IDENTIFIED NEEDS	NEEDS FILLED BY (preliminary indications)
Massachusetts, Springfield Springfield Public Schools (continued)		PK-7	Test for Oral Spanish Skills (Spanish)	#Del Rio ISD Laredo, United Consolidated La Joya Las Cruces San Antonio ISD
	S			
Texas, Amarillo PESO Education Service Center Region XVI	P A N I S	1-3	Test in Reading and Language Dominance (Spanish)	#Del Rio ISD #Laredo, United Consolidated Las Cruces, language dominance only *Marysville San Antonio ISD
Texas, Zapata Zapata County Independent School District	H	K-3	Test Instruments--all areas (Spanish)	#Austin #Chicago #Del Rio ISD #Laredo, United Consolidated #La Joya #Las Cruces *Phoenix, Wilson Elementary, gr. K-1 only San Antonio ISD

More than one product fills the need
* Not one of the original 51 projects surveyed for this report

TABLE VII

IDENTIFIED NEEDS: ASSESSMENT OF NEEDS SURVEY

INSTRUCTIONAL SYSTEMS

LOCAL EDUCATIONAL AGENCY	PROGRAM LANGUAGE	GRADE LEVEL	IDENTIFIED NEEDS	NEEDS FILLED BY (preliminary indications)
Arizona, Phoenix Phoenix Union High School		9-10	Reading Materials in History and Culture of Mexican-Americans (English)	Phoenix, Union High, partially fills need
California, Barstow Barstow Unified School District	S P A N I S H	K-1	English/Spanish Curriculum (Spanish)	Del Rio ISD, gr. 1 only Laredo, United Consolidated, gr. 1 only Las Cruces *Marysville *New Haven *New York City, Project BEST *Philadelphia
California, Compton Compton Unified School District		K-2	Curriculum for Mexican-American Children (Spanish)	Del Rio ISD, gr. 1-2 only Laredo, United Consolidated, gr. 1-2 only Las Cruces *Marysville *New Haven *New York City, Project BEST

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* Not part of the original 51 projects surveyed for this report

TABLE VII

IDENTIFIED NEEDS: ASSESSMENT OF NEEDS SURVEY

I N S T R U C T I O N A L S Y S T E M S

continued

LOCAL EDUCATIONAL AGENCY	PROGRAM LANGUAGE	GRADE LEVEL	IDENTIFIED NEEDS	NEEDS FILLED BY (preliminary indications)
California, Fresno Fresno City Unified School District		K-1	Records, Picture, Books on Mexican-American Holidays--Culture (Spanish)	Edinburg, gr. 1 only
California, Healdsburg Healdsburg Union Elementary District	S	1-2	ESL Audio-Visual Materials (Spanish)	Edinburg *New Haven, visuals only
	P			Springfield, audio only
	A	1-2	Readers (Spanish)	Edinburg, gr. 1 only
	N			La Joya *Philadelphia
	I			San Antonio, Edgewood Weslaco
	S			
California, La Puente Hacienda-La Puente Unified School District	H	K-4	Math Books (Spanish)	San Antonio ISD, gr. 1-2 only
		K-4	Spanish Literature Books (Spanish)	Edgewood, gr. 1-2 only Weslaco, gr. 1-2 only
		4	Social Studies (Spanish)	La Joya

* Not part of the original 51 projects surveyed for this report

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TABLE VII

IDENTIFIED NEEDS: ASSESSMENT OF NEEDS SURVEY

INSTRUCTIONAL SYSTEMS

continued

LOCAL EDUCATIONAL AGENCY	PROGRAM LANGUAGE	GRADE LEVEL	IDENTIFIED NEEDS	NEEDS FILLED BY (preliminary indications)
California, Sacramento Sacramento City Unified School District		PK-3	ESL Materials (Spanish)	Edinburg, gr. K-2 only
		PK-3	Music Visuals (Spanish)	Weslaco, gr. 1-2 only
California, Salinas Gonzales Union High School District	SPANISH	9-10	Spanish for Natives (Spanish)	*Calexico, gr. 9 only *Philadelphia
		9-10	Communications Skills (Spanish)	*Calexico, gr. 9 only partially fills need
		9-10	Math (Spanish)	*Rochester
		9-10	Science (Spanish)	*Calexico, gr. 9 only
California, San Francisco San Francisco Unified School District	Chinese	1-2	Language Lessons for American-Chinese Children (Chinese)	*New York City, Project Best, gr. 1 only

* Not part of the original 51 projects surveyed for this report

TABLE VII

IDENTIFIED NEEDS: ASSESSMENT OF NEEDS SURVEY

I N S T R U C T I O N A L S Y S T E M S

continued

LOCAL EDUCATIONAL AGENCY	PROGRAM LANGUAGE	GRADE LEVEL	IDENTIFIED NEEDS	NEEDS FILLED BY (preliminary indications)
California, San Jose Santa Clara County Office of Education		PK-K	Books with Problem Sounds (English)	Springfield
	S	PK-K	Curriculum Guide for Students with No English (English)	*Marysville, gr. K only San Jose, gr. PK only
	P	PK-K	Curriculum Guide for Students with English (English)	*Alum Rock, gr. K only
	A			Austin, gr. K only
				Compton, gr. K only
	N			El Monte, gr. K only
				Las Cruces, gr. K only
	I			#Los Nietos
				*New York City, Project BEST gr. K only
	S			*Philadelphia, gr. K only
				Sacramento
	H			Santa Ana
				Tucson
California, Santa Ana Santa Ana Unified School District		PK-K	Pre-Reading and Reading Materials (Spanish)	Edinburg, gr. K only San Francisco

More than one product fills the need
* Not part of the original 51 projects surveyed for this report

TABLE VII

IDENTIFIED NEEDS: ASSESSMENT OF NEEDS SURVEY

I N S T R U C T I O N A L S Y S T E M S

continued

LOCAL EDUCATIONAL AGENCY	PROGRAM LANGUAGE	GRADE LEVEL	IDENTIFIED NEEDS	NEEDS FILLED BY (preliminary indications)
California, Santa Barbara Santa Barbara County Schools Office		K-4	Sequential Reading Program (Spanish)	Edinburg, gr. K-2 only La Joya, gr. 1-4 only #San Antonio, Edgewood, gr. K-1 only
	S	K-4	Social Studies for Mexican-Americans (Spanish)	Edinburg, gr. 1-2 only La Joya, gr. 1-4 only
	P			San Antonio, Edgewood, gr. 1-2 only
	A			Weslaco, gr. K-1 only
	N	K-4	New Math (Spanish)	La Joya, gr. 1-4 only
	I			
Illinois, Chicago Chicago Board of Education	S	K-9	Spelling (Spanish)	Weslaco, gr. 1-2 only
	H	K-9	Social Studies Text (Spanish)	La Joya, gr. 1-4 only San Antonio ISD, gr. K-1 only Weslaco, gr. 1-2 only

(more)

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More than one product fills the need

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IDENTIFIED NEEDS: ASSESSMENT OF NEEDS SURVEY

I N S T R U C T I O N A L S Y S T E M S

continued

LOCAL EDUCATIONAL AGENCY	PROGRAM LANGUAGE	GRADE LEVEL	IDENTIFIED NEEDS	NEEDS FILLED BY (preliminary indications)
Illinois, Chicago Chicago Board of Education (continued)		K-9	Reading Materials (Spanish)	Edinburg, gr. K-2 only La Joya, gr. 1-4 only Riverside, gr. K-2 only San Antonio, Edgewood, gr. 1-2 only Weslaco, gr. 1-2 only
Massachusetts, Boston Boston Public Schools	S P A N I	1-2 and 4,8	Social Studies (Spanish)	La Joya, gr. 1-4 only San Antonio ISD, gr. 1 only
Massachusetts, Springfield Springfield Public Schools	S H	PK-7	SSL (Spanish)	Lansing, gr. 7 only *New York City, Project BEST, gr. K-6 only *Philadelphia Weslaco, gr. 1-2 only
		1-2 and 4,8	Tapes on Language Patterns (English)	Edinburg, gr. K-2 only Springfield, gr. K-6 only

(more)

* Not part of the original 51 projects surveyed for this report

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IDENTIFIED NEEDS: ASSESSMENT OF NEEDS SURVEY

I N S T R U C T I O N A L S Y S T E M S

continued

LOCAL EDUCATIONAL AGENCY	PROGRAM LANGUAGE	GRADE LEVEL	IDENTIFIED NEEDS	NEEDS FILLED BY (preliminary indications)
Massachusetts, Springfield Springfield Public Schools (continued)		PK-7	ESL (Spanish)	Edinburg, gr. K-2 only *New Haven, visuals only *New York City, Project BEST, gr. K-6 only
Michigan, Lansing Lansing School District	S P A N I S H	PK-1 and 7-8	Curriculum Guides (English)	*Alum Rock, gr. K only *Calexico, gr. 7 only *Calexico, gr. 7-8 only Compton, gr. K-1 only Del Rio ISD, gr. 1 only El Monte, gr. K only Laredo, United Consolidated, gr. 1 only Las Cruces, gr. K-1 only #Los Nietos, gr. PK-K only *Marysville, gr. K-8 only *New York City, Project BEST gr. K-1 only Sacramento, gr. PK-K only Santa Ana, gr. PK-K only Tucson, gr. PK-1 only

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More than one product fills the need
* Not part of the original 51 projects surveyed for this report

TABLE VII

IDENTIFIED NEEDS: ASSESSMENT OF NEEDS SURVEY

I N S T R U C T I O N A L S Y S T E M S

continued

LOCAL EDUCATIONAL AGENCY	PROGRAM LANGUAGE	GRADE LEVEL	IDENTIFIED NEEDS	NEEDS FILLED BY (preliminary indications)
Michigan, Pontiac School District of the City of Pontiac		K-3	ESL (English)	Edinburg, gr. K-2 only *New Haven, visuals only *New York City, Project BEST *Philadelphia, gr. 1-3 only
	S			
New Mexico, Artesia Artesia Public Schools	P	1-2	Reading Materials for Second Grade (Spanish)	Edinburg La Joya Riverside #San Antonio, Edgewood Weslaco
	A			
	N			
	I	1-2	Math (Spanish)	La Joya San Antonio ISD
	S			
	H	1-2	Self-Image Materials (Spanish)	Riverside San Antonio ISD, gr. 1 only
		1-2	Social Studies (Spanish)	La Joya San Antonio ISD, gr. 1 only
		1-2	Cultural Materials (Spanish)	Edinburg

More than one product fills the need

* Not part of the original 51 projects surveyed for this report

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IDENTIFIED NEEDS: ASSESSMENT OF NEEDS SURVEY

I N S T R U C T I O N A L S Y S T E M S

continued

LOCAL EDUCATIONAL AGENCY	PROGRAM LANGUAGE	GRADE LEVEL	IDENTIFIED NEEDS	NEEDS FILLED BY (preliminary indications)
New Mexico, Espanola Espanola Municipal Schools		1-2	Social Studies (English)	La Joya San Antonio ISD, gr. 1 only
New Mexico, Las Cruces Las Cruces District 2	S	K-4	Readers (Spanish)	#Edinburg, gr. K-2 only La Joya, gr. 1-4 only *Philadelphia, gr. 1-3 only Riverside, gr. K-2 only #San Antonio, Edgewood, gr. 1-2 only Weslaco, gr. 1-2 only
	P			
	A			
	N			
	I	K-4	Social Studies (Spanish)	La Joya, gr. 1-4 only San Antonio ISD, gr. K-1 only
	S			
	H	K-4	Math (Spanish)	La Joya San Antonio ISD, gr. 1-2 only
		K-4	Science (Spanish)	*New York City, Project BEST
		K-4	Children's Dictionary (Spanish)	Riverside, gr. K-2 only

More than one product fills the need
* Not part of the original 51 projects surveyed for this report

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TABLE VII

IDENTIFIED NEEDS: ASSESSMENT OF NEEDS SURVEY

I N S T R U C T I O N A L S Y S T E M S

continued

LOCAL EDUCATIONAL AGENCY	PROGRAM LANGUAGE	GRADE LEVEL	IDENTIFIED NEEDS	NEEDS FILLED BY (preliminary indications)
Rhode Island, Providence Providence School District	Portuguese	1-3	Supplemental Materials (Portuguese)	#Artesia
Texas, Amarillo PESO Education Service Center Region XVI	Spanish	1-3	Mathematics (Spanish)	La Joya
		1-3	Culture-Heritage (Spanish)	Edinburg, gr. 1-2 only
		1-3	Science (Spanish)	*New York City, Project BEST
		1-3	Social Studies (Spanish)	La Joya San Antonio ISD, gr. 1 only
		1-3	Readers (Spanish)	Edinburg, gr. 1-2 only La Joya Riverside, gr. 1-2 only San Antonio, Edgewood, gr. 1-2 only Weslaco, gr. 1-2 only

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More than one product fills the need
* Not part of the original 51 projects surveyed for this report

TABLE VII

IDENTIFIED NEEDS: ASSESSMENT OF NEEDS SURVEY

I N S T R U C T I O N A L S Y S T E M S

continued

LOCAL EDUCATIONAL AGENCY	PROGRAM LANGUAGE	GRADE LEVEL	IDENTIFIED NEEDS	NEEDS FILLED BY (preliminary indications)
Texas, Austin Educational Service Center Region XIII		1-2	Oral Language Guides (English)	La Joya, gr. 1 only
		1-2	Guides for Reading (Spanish)	La Joya San Antonio, Edgewood
Texas, Del Rio Del Rio Independent School District	S P A N I S H	K-5	Complete Curriculum Guide (English)	*Alum Rock, gr. K only Austin, gr. K-2 only Compton, gr. K-1 only Del Rio ISD, gr. 1-5 only El Monte, gr. K only Laredo, United Consolidated, gr. 1-4 only Las Cruces, gr. K-4 only Los Nietos, gr. K only *Marysville *New York City, Project BEST *Philadelphia, gr. K-4 Sacramento, gr. K only #Santa Ana, gr. K only Tucson, gr. K-2 only

More than one product fills the need
* Not part of the original 51 projects surveyed for this report

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TABLE VII

IDENTIFIED NEEDS: ASSESSMENT OF NEEDS SURVEY

INSTRUCTIONAL SYSTEMS

continued

LOCAL EDUCATIONAL AGENCY	PROGRAM LANGUAGE	GRADE LEVEL	IDENTIFIED NEEDS	NEEDS FILLED BY (preliminary indications)
Texas, Del Rio San Felipe Independent School District	SPANISH	K-2	Complete Curriculum Guide (Spanish)	*Alum Rock, gr. K only Austin Compton, gr. K-1 only Del Rio ISD, gr. 1-2 only #El Monte, gr. K only Laredo, United Consolidated, gr. 1-2 only Las Cruces Los Nietos, gr. K only *Marysville *New York City, Project BEST *Philadelphia Sacramento, gr. K only #Santa Ana, gr. K only Tucson
Texas, Edinburg Educational Service Center Region I	SPANISH	K-2	Cursive Writing--Kindergarten (Spanish)	Weslaco

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More than one product fills the need
* Not part of the original 51 projects surveyed for this report

TABLE VII

IDENTIFIED NEEDS: ASSESSMENT OF NEEDS SURVEY

I N S T R U C T I O N A L S Y S T E M S

continued

LOCAL EDUCATIONAL AGENCY	PROGRAM LANGUAGE	GRADE LEVEL	IDENTIFIED NEEDS	NEEDS FILLED BY (preliminary indications)
Texas, Fort Worth Fort Worth Independent School District		PK-2	ESL Guide (English)	Edinburg, gr. K-2 only *New York City, Project BEST *Philadelphia, gr. 1-2 only *San Diego, ESL Center
	S	PK-2	Social Studies Program (English)	La Joya, gr. 1-2 only San Antonio ISD, gr. K-1 only
	P	PK-2	Program for Pronunciation Problems (English)	Springfield, gr. K and 2 only
	A	PK-2	Language Arts (Spanish)	Las Cruces, gr. 1-2 only La Joya, gr. K-1 only Santa Ana, gr. PK-K only *University of Hawaii, PK only
	N	PK-2	Social Studies (Spanish)	San Antonio ISD, gr. K-1 only
	I			
	S			
	H			
Texas, La Joya La Joya Independent School District		K-4	Audio-Visual Cultural Materials (Spanish)	Edinburg, gr. 1-2 only

* Not part of the original 51 projects surveyed for this report

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TABLE VII

IDENTIFIED NEEDS: ASSESSMENT OF NEEDS SURVEY

INSTRUCTIONAL SYSTEMS

continued

LOCAL EDUCATIONAL AGENCY	PROGRAM LANGUAGE	GRADE LEVEL	IDENTIFIED NEEDS	NEEDS FILLED BY (preliminary indications)
Texas, Lubbock Lubbock Independent School District		K-1	Science (Spanish)	*New York City, Project BEST
		K-1	Language Materials (Spanish)	Compton Las Cruces, gr. 1 only Santa Ana, gr. K only
	S	K-1	Social Studies (Spanish)	La Joya, gr. 1 only San Antonio ISD
	P			
	A			
Texas, McAllen McAllen Independent School District	N	1-2	Historical and Cultural Materials (Spanish)	Edinburg
	I			
Texas, San Angelo San Angelo Independent School District	S	1-3	Sequenced Spanish Program (Spanish)	*New York City, Project BEST gr. K-1 only
	H			

continued next page

* Not part of the original 51 projects surveyed for this report

TABLE VII

IDENTIFIED NEEDS: ASSESSMENT OF NEEDS SURVEY

INSTRUCTIONAL SYSTEMS

LOCAL EDUCATIONAL AGENCY	PROGRAM LANGUAGE	GRADE LEVEL	IDENTIFIED NEEDS	NEEDS FILLED BY (preliminary indications)
Texas, San Antonio Edgewood Independent School District		1-2	Basal Reading Series (Spanish)	Edinburg Edinburg, gr. 1 only La Joya #San Antonio, Edgewood Weslaco
Texas, San Antonio San Antonio Independent School District	S P A N	K-1	Supplemental Materials--Stories, Rhymes, Rhythms, Finger Play (Spanish)	Las Cruces, gr. 1, stories only Riverside, stories only
Wisconsin, Milwaukee Milwaukee Public Schools	I S H	K-3	Social Studies--Elementary (Spanish)	La Joya, gr. 1-3 only San Antonio ISD, gr. K-1 only
		K-3	Science--Elementary (Spanish)	*New York City, Project BEST
		10-11	United States History--Secondary (Spanish)	Milwaukee, gr. 11 only

More than one product fills the need

* Not part of the original 51 projects surveyed for this report

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TABLE VII

IDENTIFIED NEEDS: ASSESSMENT OF NEEDS SURVEY

I N S T R U C T I O N A L S Y S T E M S

continued

LOCAL EDUCATIONAL AGENCY	PROGRAM LANGUAGE	GRADE LEVEL	IDENTIFIED NEEDS	NEEDS FILLED BY (preliminary indications)
New Mexico, Silver City Silver Consolidated Schools (Non-Title VII project)	Spanish	1-3	Materials in Content Areas (Spanish)	Del Rio ISD, gr. 1 only Las Cruces *Marysville *New Haven *Philadelphia
		1-3	Cultural Materials (Spanish)	Edinburg, gr. 1-2 only
District of Columbia Public Schools of the District of Columbia (Non-Title VII project)	Multi	K-6	Materials in All Content Areas (Spanish)	Del Rio ISD, gr. 1 only Las Cruces *Marysville *New Haven *Philadelphia
		K-6	Language Tapes and Workbooks (Spanish)	Edinburg, gr. K-2 only Springfield, gr. K-6

* Not part of the original 51 projects surveyed for this report

TABLE VIII

IDENTIFIED NEEDS: ASSESSMENT OF NEEDS SURVEY

STAFF DEVELOPMENT

LOCAL EDUCATIONAL AGENCY	PROGRAM LANGUAGE	GRADE LEVEL	IDENTIFIED NEEDS	NEEDS FILLED BY (preliminary indications
California, Fresno Fresno City Unified School District		K-1	Teacher's Manual Explaining Program Rationale (English)	Laredo, United Consolidated *Marysville
California, La Puente Hacienda-La Puente Unified School District	S P A N I S H	K-4	Teacher-Aide Training Manual	Austin, gr. 1-2 only Laredo, United Consolidated *Marysville *New York City, P.S. 25
California, Los Nietos Los Nietos District		PK-K	Material on Bilingualism for Pre-Kindergarten (English)	*Phoenix, Wilson Santa Ana
California, Salinas Gonzales Union High School District		9-10	Manual on Techniques and Evaluation for Teachers and Aides (English)	*Marysville, gr. 9 only *New York City, P.S. 25

* Not one of the original 51 projects surveyed for this report

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TABLE VIII

IDENTIFIED NEEDS: ASSESSMENT OF NEEDS SURVEY

STAFF DEVELOPMENT

continued

LOCAL EDUCATIONAL AGENCY	PROGRAM LANGUAGE	GRADE LEVEL	IDENTIFIED NEEDS	NEEDS FILLED BY (preliminary indications)
Illinois, Chicago Chicago Board of Education		K-9	Pamphlets on Bilingual Teaching (English)	*Marysville *New York City, P.S. 25
New Mexico, Albuquerque Albuquerque Public Schools	S P A N I S H	K-6	Teaching Methods (English)	Austin, gr. K-2 only Laredo, United Consolidated gr. K-4 only *Marysville *New York City, P.S. 25
New Mexico, Artesia Artesia Public Schools		1-2	Math Guidelines for Teachers (English)	Austin *Philadelphia
		1-2	Science Guidelines for Teachers (English)	Austin *Philadelphia
		1-2	Social Studies Guidelines for Teachers (English)	Austin *New Haven *Philadelphia

* Not one of the original 51 projects surveyed for this report

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TABLE VIII

IDENTIFIED NEEDS: ASSESSMENT OF NEEDS SURVEY

S T A F F D E V E L O P M E N T

continued

LOCAL EDUCATIONAL AGENCY	PROGRAM LANGUAGE	GRADE LEVEL	IDENTIFIED NEEDS	NEEDS FILLED BY (preliminary indications)
New Mexico, Espanola Espanola Municipal Schools		1-2	Linguistic Approach for Spanish Reading (Spanish)	*New Haven
		1-2	Guidelines for Teachers--Local Folklore (Spanish)	*Philadelphia
	S	1-2	Social Studies Guidelines for Teachers (Spanish)	*New Haven *Philadelphia
	P A N I S H	1-2	Guidelines for Teaching Spanish to Speakers and Non-Speakers of Spanish (English)	Laredo, United Consolidated *Marysville *Philadelphia
Texas, Austin Educational Service Center Region XIII	S	1-2	Guidelines for Staff Development (English)	Laredo, United Consolidated *Marysville
Texas, Fort Worth Fort Worth Independent School District		PK-2	Teacher Training Program for Pre-Kindergarten and Kindergarten (Spanish)	Los Nietos *Marysville, gr. K-2 only

*Not one of the original 51 projects surveyed for this report

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TABLE VIII

IDENTIFIED NEEDS: ASSESSMENT OF NEEDS SURVEY

S T A F F D E V E L O P M E N T

continued

LOCAL EDUCATIONAL AGENCY	PROGRAM LANGUAGE	GRADE LEVEL	IDENTIFIED NEEDS	NEEDS FILLED BY (preliminary indications)
Texas, La Joya La Joya Independent School District	Spanish	K-4	Samples of Bilingual Materials (English)	*Philadelphia
Texas, Weslaco Weslaco Independent School District	Spanish	1-2	Methods to Train Teachers (English)	Laredo United Consolidated *Marysville

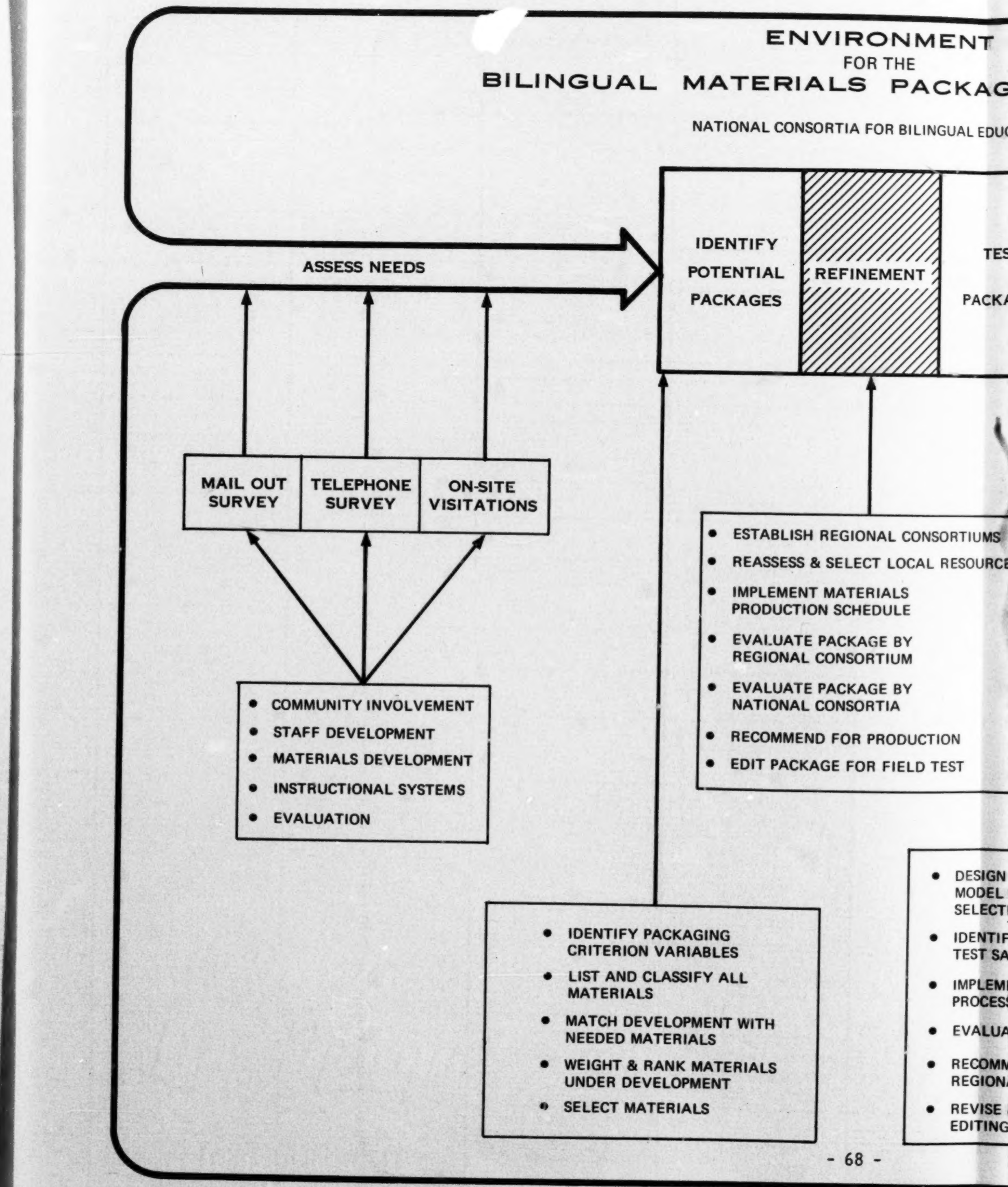
* Not one of the original 51 projects surveyed for this report

CHAPTER IV

UNMET MATERIALS NEEDS

From the assessment of needs survey, unmet materials needs of LEA's have been identified and listed by program language, grade level, and area of need. These needs have been defined as those material products required by LEA's to facilitate the instructional processes for bilingual learners. Table IX: Unmet Materials Needs--Assessment of Needs Survey, is a composite listing of materials requirements of all four program areas, i.e., Community Involvement, Evaluation, Instructional Systems, and Staff Development. The intent of this listing is to depict materials-related needs for which none of the fifty-one (51) sampled projects had initiated an effort to develop materials.

The category of unmet materials needs constitutes a special concern for the NCBE. A concerted effort will be made to locate materials to match these needs. If an exhaustive search does not uncover such materials, further decisions will be made regarding these needs. One possible step might include the development of a new package, after consideration of factors such as cost/benefit and cost/effectiveness.


ENVIRONMENT
FOR THE
BILINGUAL MATERIALS PACKAG
NATIONAL CONSORTIA FOR BILINGUAL EDUC
ASSESS NEEDS
IDENTIFY POTENTIAL PACKAGES
REFINEMENT
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PACKA
MAIL OUT SURVEY
TELEPHONE SURVEY
ON-SITE VISITATIONS
• COMMUNITY INVOLVEMENT
• STAFF DEVELOPMENT
• MATERIALS DEVELOPMENT
• INSTRUCTIONAL SYSTEMS
• EVALUATION
• ESTABLISH REGIONAL CONSORTIUMS
• REASSESS & SELECT LOCAL RESOURCE
• IMPLEMENT MATERIALS PRODUCTION SCHEDULE
• EVALUATE PACKAGE BY REGIONAL CONSORTIUM
• EVALUATE PACKAGE BY NATIONAL CONSORTIA
• RECOMMEND FOR PRODUCTION
• EDIT PACKAGE FOR FIELD TEST
• IDENTIFY PACKAGING CRITERION VARIABLES
• LIST AND CLASSIFY ALL MATERIALS
• MATCH DEVELOPMENT WITH NEEDED MATERIALS
• WEIGHT & RANK MATERIALS UNDER DEVELOPMENT
• SELECT MATERIALS
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MODEL
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ENVIRONMENT
FOR THE
ATERIALS PACKAGING PROCESS

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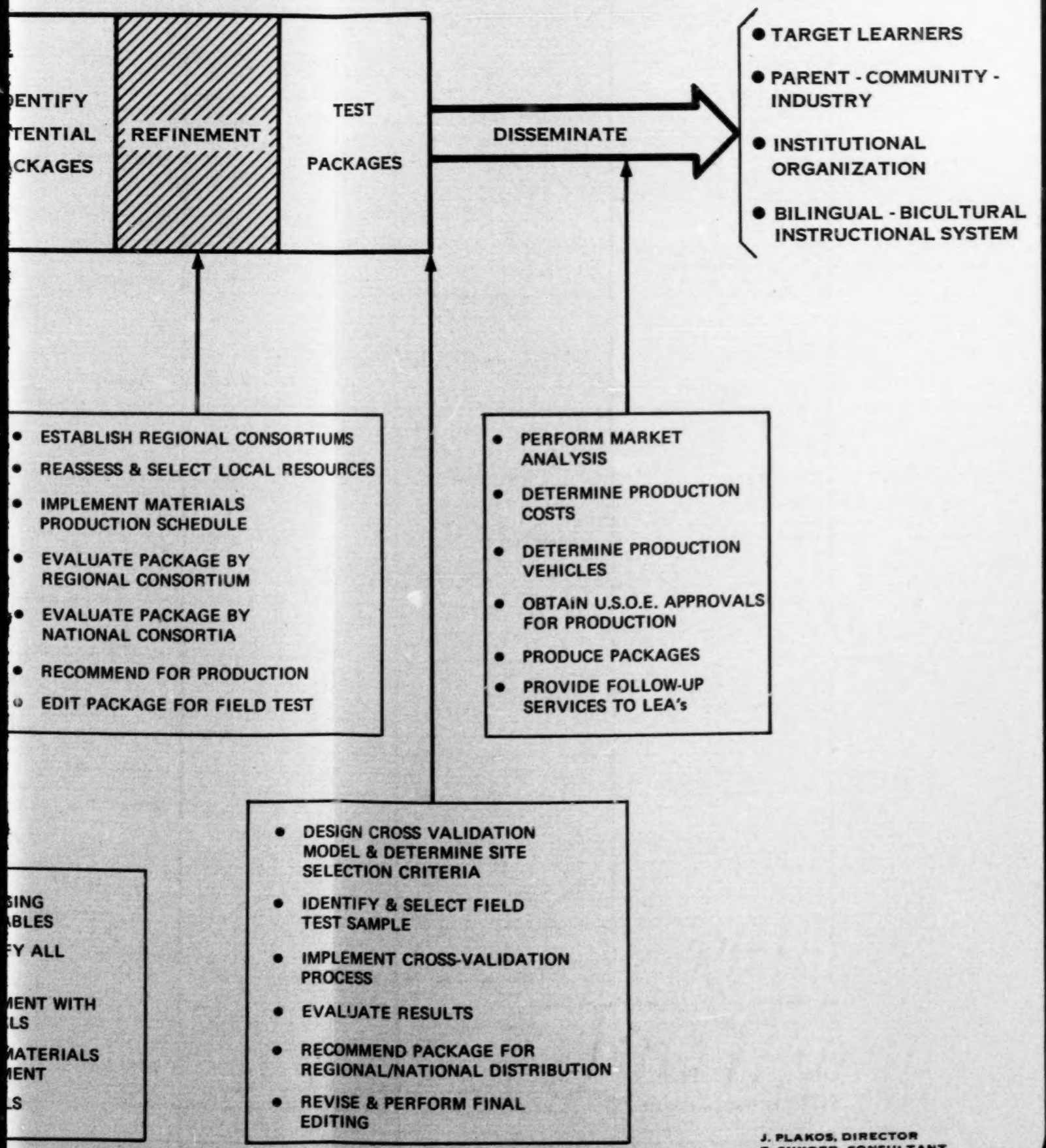

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J. PLAKOS, DIRECTOR
E. SNYDER, CONSULTANT
M. TAYLOR, ED.D., CONSULTANT

TABLE IX

UNMET MATERIALS NEEDS: ASSESSMENT OF NEEDS SURVEY

LOCAL EDUCATIONAL AGENCY	PROGRAM LANGUAGE	GRADE LEVEL	AREA OF NEED	UNMET NEEDS
California, La Puente Hacienda-La Puente Unified School District	S P A	K-4	COMMUNITY	. New Math for Parents (Spanish) . Historical--Cultural Materials for Parents (Spanish)
California, Santa Barbara Santa Barbara County Schools Office	N I	K-4		. Cultural Materials for Parents (Spanish)
New Mexico, Las Cruces Las Cruces District 2	S H	K-4	INVOLVEMENT	. Materials on Child Development, Schools, Community, Health, Vocations for Parents (English) . Materials on Child Development, Schools, Community, Health, Vocations for Parents (Spanish)
Rhode Island, Providence Providence School District	Portuguese	1-3		. Parental Motivation Materials (Portuguese)
Texas, Fort Worth Fort Worth Independent School District	Spanish	PK-2		. Spanish for Adults (English)

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TABLE IX

UNMET MATERIALS NEEDS: ASSESSMENT OF NEEDS SURVEY

continued

LOCAL EDUCATIONAL AGENCY	PROGRAM LANGUAGE	GRADE LEVEL	AREA OF NEED	UNMET NEEDS
California, Artesia ABC Unified School District	Portuguese	K-11	EVALUATION	. Oral Language Proficiency Test (Portuguese)
California, San Francisco San Francisco Unified School District	Chinese	1-2	EVALUATION	. Test for Spoken Language (Chinese)
California, Fresno Fresno City Unified School District	S P A N I S H	K-1	INSTRUCTION	. Spanish/English Dictionary (Spanish) . Realia and Costumes--Mexican-American Customs (Spanish)
California, La Puente Hacienda-La Puente Unified School District		K-1		. Spanish/English Dictionary (English)
California, Pomona Pomona Unified School District		7-8		. Plays (English)

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TABLE IX

UNMET MATERIALS NEEDS: ASSESSMENT OF NEEDS SURVEY

LOCAL EDUCATIONAL AGENCY	PROGRAM LANGUAGE	GRADE LEVEL	AREA OF NEED	UNMET NEEDS
California, Sacramento Sacramento City Unified School District	Spanish	PK-3	I N	. Original Games in Spanish . Original Plays in Spanish
California, Salinas Gonzales Union High School District	Spanish	9-10	S T R U C T I O N	. Reference Books (Spanish) . Literature (Spanish) . Social Studies (Spanish) . Vocations (Spanish) . Ethnic Studies (Spanish) . Mexican-American History (Spanish)
California, San Francisco San Francisco Unified School District	Chinese	1-2		. Manuals and Lessons for Spoken English (Chinese)
California, Santa Ana Santa Ana Unified School District	Spanish	PK-K		. Mexican Cultural Materials (English) . Mexican Cultural Materials (Spanish)
California, Santa Barbara Santa Barbara County Schools Office	Spanish	K-4		. Reading Readiness (Spanish)

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TABLE IX

UNMET MATERIALS NEEDS: ASSESSMENT OF NEEDS SURVEY

continued

LOCAL EDUCATIONAL AGENCY	PROGRAM LANGUAGE	GRADE LEVEL	AREA OF NEED	UNMET NEEDS
Michigan, Lansing Lansing School District	Spanish	PK-1 and 7-8	I N S T R U C T I O N	. Professional Journals (Spanish)
New Mexico, Grants Grants Municipal Schools	Spanish	1-2		. Programmed Materials (English)
	Keresan	1-2		. Programmed Materials (English)
	Navajo	1-2		. Programmed Materials (English)
New Mexico, Las Cruces Las Cruces District 2	Spanish	K-4		. Individually Prescribed Programs for Vocabulary and Sentence Patterns (English) . Language Tapes for Vocabulary Patterns (English)
Oklahoma, Tahlequah Cherokee Bilingual Education Project	Cherokee	K-3		. Reading Materials (Cherokee) . Music Activities (Cherokee) . History (Cherokee)

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TABLE IX

UNMET MATERIALS NEEDS: ASSESSMENT OF NEEDS SURVEY

continued

LOCAL EDUCATIONAL AGENCY	PROGRAM LANGUAGE	GRADE LEVEL	AREA OF NEED	UNMET NEEDS
Rhode Island, Providence Providence School District	Portuguese	1-3	INSTRUCTION	. ESL (English)
Texas, Del Rio San Felipe Independent School District	Spanish	K-2	INSTRUCTION	. Cultural and Historical Materials (English)
Texas, La Joya La Joya Independent School District	Spanish	K-4	INSTRUCTION	. Cultural Text (English) . Cultural Text (Spanish)
Texas, Weslaco Weslaco Independent School District	Spanish	1-2	INSTRUCTION	. Workbooks for Language Arts (Spanish)
Utah, Monticello San Juan School District	Navajo	K-2	INSTRUCTION	. Indian Language (English) . Indian Language (Navajo) . History and Culture (English) . History and Culture (Navajo)

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TABLE IX

UNMET MATERIALS NEEDS: ASSESSMENT OF NEEDS SURVEY

continued

LOCAL EDUCATIONAL AGENCY	PROGRAM LANGUAGE	GRADE LEVEL	AREA OF NEED	UNMET NEEDS
Rhode Island, Providence Providence School District	Portuguese	1-3	INSTRUCTIONAL	. ESL (English)
Texas, Del Rio San Felipe Independent School District	Spanish	K-2	INSTRUCTIONAL	. Cultural and Historical Materials (English)
Texas, La Joya La Joya Independent School District	Spanish	K-4	INSTRUCTIONAL	. Cultural Text (English) . Cultural Text (Spanish)
Texas, Weslaco Weslaco Independent School District	Spanish	1-2	INSTRUCTIONAL	. Workbooks for Language Arts (Spanish)
Utah, Monticello San Juan School District	Navajo	K-2	INSTRUCTIONAL	. Indian Language (English) . Indian Language (Navajo) . History and Culture (English) . History and Culture (Navajo)

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TABLE IX

UNMET MATERIALS NEEDS: ASSESSMENT OF NEEDS SURVEY

continued

LOCAL EDUCATIONAL AGENCY	PROGRAM LANGUAGE	GRADE LEVEL	AREA OF NEED	UNMET NEEDS
California, Healdsburg Healdsburg Union Elementary School District		1-2		. Films on Bilingual Instruction (English)
California, Salinas Gonzales Union High School District	S P A	9-10	STAFF	. Orientation and Training Package for Teachers and Teacher-Aides for ESL Instruction (English)
Michigan, Lansing Lansing School District	N I S H	PK-1 and 7-8	DEVELOPMENT	. Behavioral Modification Materials (English) . Behavioral Modification Materials (Spanish) . Professional Journals (English) . Professional Journals (Spanish)
New Mexico, Albuquerque Albuquerque Public Schools		K-6		. Professional Manuals (English)
New Mexico, Artesia Artesia Public Schools		1-2		. Materials for Employment of Teacher-Aides (English)

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TABLE IX

UNMET MATERIALS NEEDS: ASSESSMENT OF NEEDS SURVEY

continued

LOCAL EDUCATIONAL AGENCY	PROGRAM LANGUAGE	GRADE LEVEL	AREA OF NEED	UNMET NEEDS
New Mexico, Las Cruces Las Cruces District 2	Spanish	K-4	STAFF	. Resource Materials for Stories, Songs, and Films (English) . Resource Materials for Stories, Songs, and Films (Spanish)
Oklahoma, Tahlequah Cherokee Bilingual Education Project	Cherokee	K-3	STAFF	. Teacher's Guide for the Non-Experienced Teacher (English)
Texas, La Joya La Joya Independent School District	Spanish	K-4	DEVELOPMENT	. College Training Program for Teachers (Spanish)
Texas, Weslaco Weslaco Independent School District	Spanish	1-2	DEVELOPMENT	. Team Teaching Techniques (English)
*District of Columbia Public Schools of the District of Columbia (Non-Title VII Program)	Multi	K-6	DEVELOPMENT	. College Level Materials on Teaching Methodologies for Bilingual Education (Spanish)

* Not part of the original 51 projects surveyed for this report

CHAPTER V

AN ENVIRONMENTAL MODEL FOR MATERIALS PACKAGING

On-going instructional needs of learners and the related needs of parents, community members, and instructional and administrative personnel must be assessed to determine those prime related and interdependent needs that affect the educational offerings of Title VII bilingual education programs. The methodology employed by the National Consortia for Bilingual Education has been reported within this document, along with a sampling of the information gathered under the Chapter headings of "Description of Learners and Their Environment", "Preliminary Matching of Materials Needs and Products", and "Unmet Materials Needs".

In order to visualize the connection of the needs assessment data from this initial survey and to understand how the general process for needs assessment fits into the overall materials packaging process, the following pages of this report are devoted to the presentation of a system process model and a brief discussion of its component processes.

THE ENVIRONMENTAL MODEL

The Environmental Model for the Bilingual Materials Packaging Process has been developed as a means by which Materials identification, selection, processing, and dissemination may occur with uniformity, proficiency, and cost-effectiveness considerations.

The environmental characteristics of the packaging process are based upon an on-going, systematic identification and selection of products in the design or developmental stages. To insure a match of the product to the learner needs and environmental conditions, each of the major process components must necessarily include a system for feedback of valid information relative to the effectiveness of each identified process and sub-process component. Each of these components has been individually described in the following sections.

Assessment of Needs. The assessment of needs process is considered to be an on-going requirement to provide systematic continuous information to the National Consortia for Bilingual Education for the determination of changing learner needs that result from exposure to new materials and instructional techniques and resources. It should be noted, further, that the needs assessment component also is designed to be sensitive to constantly changing needs and perceptions emanating from the field. To this end, not only will the selected educational materials remain learner performance oriented, but the mechanism by which these materials needs are determined will also remain attuned to new learner demands and requirements.

Identify Potential Packages. Potential packages will be identified according to pre-specified packaging criterion variables for selecting potential packageable materials. These variables consist of cost, resource requirements, potential users (language and grade

level), rating by the project director, rating by the On-Site rater (content applicability and exportability), and national needs. It should be noted that additional criterion variables may be included with these over a period of time as the result of changing learner needs relative to instructional and support materials requirements.

Following a listing and classification of all materials currently in the design and/or development stage according to the pre-specified criterion variables, a match/mismatch of these materials versus those identified as needed will be performed. Next, a weighting scale will be applied to identify materials by means of a match/mismatch of rankings by the U. S. Office of Education, the Advisory Committee of the National Consortia, and the professional staff of the National Consortia. The results of this process will be the selection of materials for refinement. Subsequent to the selection of materials, the following operationally defined terms will serve as the basis for each of the process stages for materials development.

Potential Package. Any combination of bilingual educational materials and requisite stated procedures which brings about measurable performance changes in skills, knowledge, and attitudes in a pre-determined target population.

Package. The formal documentation and reproduction of a pre-selected potential package into a form that is exportable.

Packaging. The process by which units of pre-selected educational materials, either in the developmental or implementation stage, are made ready for regional/national dissemination.

Packaging includes the identification of promising potential packages, assistance toward the completion of these potential packages, and any or all of the following:

(1) Validation (field testing of educational materials on a representative target population;

(2) Refinement and/or inclusion of curricular components/instructional content; and

(3) Synthesis into a format that insures the fullest utilization primarily by the target population and subsequently by other learners having similar characteristics.

Materials Refinement. Establishment of Regional Consortiums of Bilingual Education should facilitate the development of those materials identified as having merit and potential impact upon predominantly non-English speaking learners. The function of these Regional Consortiums will be to reassess products under development and to select the resources available to expeditiously complete the identified product(s) on a mutually-agreed-upon production schedule.

Subsequent to the completion of the package, the Regional Consortium will perform a preliminary content and format evaluation prior to submission to the National Consortia for Bilingual Education. The National Consortia will receive all of the materials processed through the Regional Consortiums and will perform another evaluation of these packages to provide additional quality control and assurances. Those packages showing evidence of regional/national applicability will be recommended

to the U. S. Office of Education as worthy of field testing. Upon acceptance of the recommendation, the National Consortia will edit each package prior to field test implementation.

Test Packages. Materials selected to serve as field test packages will be cross-validated on an identified and selected sample representative of the target student group(s). This sample will be from sites that are determined from criteria generated from a process model for the cross-validation of packages.

Implementation of the validation process will provide cross-sectional data relative to pre-specified descriptor variables. Evaluation, therefore, will consist of package cost-effectiveness and exportability requirements with recommendations for regional/national distribution. Package revision and final editing by the National Consortia will follow U. S. Office of Education approval.

Dissemination. Prior to the dissemination of any packages, a market analysis will be performed by the National Consortia or under its direction. This will serve to determine package production costs and related production vehicles, i.e., National Consortia versus commercially produced and disseminated materials. Final production of packages will be implemented following approval by the U. S. Office of Education. The National Consortia for Bilingual Education will provide follow-up services to those LEA's availing themselves of these packages in order to insure both effectiveness and maximum utilization of the completed packages.

In addition, information gained from the application of these specially developed materials will be re-entered in the needs assessment component of the Environmental Model for the Bilingual Materials Packaging Process. These new data will be assessed to determine continued relevancy of the criterion variables employed for the selection of materials to be developed, or whether additional criterion variables should be included for the materials selection process. The constant sensitivity of the process model for identifying, selecting, processing, and disseminating materials that are responsive to a particular region or on a national scale should provide target learners, the community, local organizations/ institutions, and bilingual instructional systems with valid material vehicles that should accelerate learner growth and performance in a truly bilingual setting.

CLOSING STATEMENT

The need for materials and techniques that can meet the demands of bilingual education programs throughout the nation is the concern of the National Consortia for Bilingual Education. From data presented in this report, it is evident that bilingual programs desperately need materials in the non-English language(s) because local school districts and commercial publishing houses have not been able to develop enough adequate and relevant materials designed to meet many of the special needs of children in these programs.

During the On-Site Visitations, project directors and personnel expressed a need for assistance in the areas of instructional techniques, curriculum materials, and support services necessary for the implementation of effective bilingual programs. The need for improved preservice and inservice training and the incorporation of the parents and the community into the bilingual program were also concerns expressed by these directors.

The identification of curriculum-related materials needs of all Title VII projects in operation, and the collection of descriptive data about the environment and learners in Title VII programs provide the same conclusion: there is an urgent need to develop adequate, relevant materials for learners, teachers, and parents involved in bilingual education programs. The National Consortia for Bilingual Education has taken the first few steps in meeting this need by identifying and isolating the specific curriculum-related needs of each Title VII

program surveyed. In the ensuing months, the National Consortia for Bilingual Education will focus its efforts on the process of package development.